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EXTENSION SERVICE
Review

FEBRUARY 1958



Are your tools equal to the task?

EXTENSION SERVICE *Review*

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The *Extension Service Review* is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

Are Your Tools Equal to the Task? This month's issue takes a fresh look at some of the methods used by county workers and brings you up to date on how these fit in with today's and tomorrow's extension efforts.

We're living in a time of rapid change. The extent and the speed with which farm families adjust to these changes may well determine their future. One of Extension's big jobs is to use every method at its command to help farm families make the necessary adjustments as rapidly and as painlessly as possible.

Are we ready for this job? The first step in answering this question is to look at the tools we're using and see if they're adequate. Then we have to consider others that we might be using to do an even better job. Finally, of course, we have to find ways to fit all these methods together.

Next month we're going to feature Extension's role in the Rural Development program. We'll also have some articles on Extension activities related to this work, showing how they all contribute to a well-balanced program.

Rural Development is underway formally in less than 100 pilot coun-

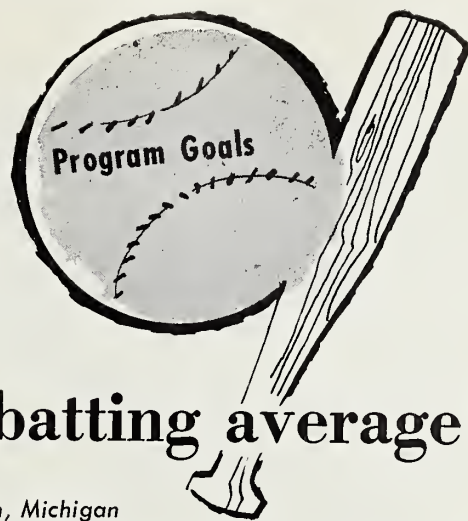
ties but their experience offers suggestions for all extension workers. A broad study of a county's resources is a basic step in Rural Development. Similar studies are valuable in program projection in all areas. Studies in the pilot counties have revealed some human characteristics common to all these counties. Perhaps they offer some clues that will aid you in planning ways to carry out your program.

Proven extension methods are being used to carry out Rural Development work. For example, families in these areas have to analyze their resources, study their alternatives, and make some decisions if they are to increase their income and improve the family's living standards. Thus Farm and Home Development is a good way to help these families develop their problem-solving abilities.

Rural Development also offers an excellent example of inter-agency cooperation. It has been defined as "bringing to focus the resources of all agencies . . . to increase income opportunities of rural people and assist them in improving the economy of the area." Certainly this is an objective not restricted to the 100 pilot counties.—EHR

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How's your batting average?

by GEORGE H. AXINN,
Assistant to Director of Extension, Michigan

SUCCESS is important to all of us. Each of us hopes to succeed in our job. If you work on a production line and produce yards of fabric, for example, it's relatively easy to measure your success. You merely count the number of yards you produce in a day.

If you play professional baseball, your batting and fielding averages — your hits, runs, and errors — tell you and the rest of the world how successful you are. You may have a good year or a poor year. But there is never any question as to how well you are doing on the job.

On the other hand, if you are a county extension worker, it's very difficult to know whether you are doing the job effectively. It is difficult to know what personal abilities your job requires. And it's difficult to be able to say without any question, "I am a success."

In spite of the difficulty, however, every good county extension worker does some self-evaluation. Riding home from a meeting, an agent asks himself, "Did it go well?" Walking out of the radio studio, an agent says to himself, "This was a good show." A flood of mail in response to the home demonstration club meeting is a clue to the effectiveness of the home agent's work.

Informal comments from our co-workers continually tell us something about how successful we are. And, of course, the extension agent with an honest and critical husband or wife receives an evaluation of the day-to-day job.

This kind of personal evaluation gives us some idea of the extent to which we are successful. But there are several reasons why it pays for each of us to do a more systematic job of evaluating ourselves and our total jobs. For one thing, it will help us increase our understanding of our jobs and the level of our performance. It will improve our performance on the job and the effectiveness of extension work, and should increase the satisfaction that we get from our jobs.

As with the fabric mill worker, the easiest kind of measurement is to determine the volume and quality of production. Some service aspects of the county extension job are measured this way. In our formal reporting systems we usually list the number of activities which we perform. We record the number of days in the office and the number in the field. We total the telephone calls, office callers, circular letters, and bulletins distributed. We also count the number of radio and television programs, meetings, etc. in which we are involved.

Measure Changes in Behavior

We count those things which are easy to count—the activities in which we are involved. We make few measurements of the changes in behavior of people with whom we work — the real goals of any educational program. This suggests that one way to evaluate ourselves is in terms of our program. To what extent have the goals and objectives of our program been achieved?

This kind of evaluation can relate to individual activities, such as a corn field day, kitchen tour, or junior livestock show. It can also be related to our long-time effectiveness as an extension worker.

To do this kind of self judgment, we must first have some kind of a planned program. Planning and evaluation are inseparable. Without specific, tangible, measurable goals and objectives, it is impossible to evaluate the extent to which we achieve those objectives. Every county extension agent, in order to demonstrate his success on the job, must first develop a written statement of the educational impacts he plans to bring to bear upon the people with whom he works and the changes to be effected.

Because the goals in our program may be difficult to measure or impossible to claim credit for, we must turn to certain evaluative criteria. Here we rely on our own experience and that of other extension workers, as well as the small amount of research which has been done on the extension job. We look at the things others have done which have been associated with successful achievement of goals and objectives in extension programs.

Areas of Study

With regard to planning and developing the county program, for example, we can ask ourselves how carefully and systematically we have analyzed the situation in our county. We can ask whether we have assisted our advisory groups and special interest committees in a study of the overall situation to determine interests, needs, problems, and priorities.

To what extent have we developed the program cooperatively with these various advisory groups? Do our plans include a way of evaluating what has been done? Has leadership been developed by involving people in program development?

With regard to our advisory groups, we can ask ourselves: Have we trained our advisory groups and other local leaders to carry out their responsibilities? Are our advisory groups and committee memberships

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What Makes Groups Click ?

by MAUD M. WALKER,
Group Development Spec., Oregon

WHY are some committees productive while others can't seem to get started? Why does attendance hold up in some 4-H Club groups and fall off in others? Why do some agents look forward to going to county staff meetings while others tolerate it as a requirement of the job? These are some of the questions which have been raised by extension staff members in Oregon.

Much extension work is centered in the small group—from the county staff itself to county councils, 4-H and home economics clubs, committees, and similar groups. If our program is to be successful, we must know how to work effectively and harmoniously with people in groups.

Increases Output

The social scientists, in their research in group dynamics, have shown that there is greater productivity when people are involved in the planning and setting of their own goals. They've also pointed out the importance of teamwork in bringing about social change and the effects of democratic vs. autocratic or laissez-faire leadership.

Among their findings has been the training value of joining a new group in which one actively participates and observes the development of the group's goals, standards, procedures, leadership, and internal organization. There may be evidence of competi-

tion for leadership. Some people participate freely, others remain silent. The problem of an agenda arises. How and who will decide what the group talks about?

This is the unique experience which 106 agents in Oregon had in April 1957 when they attended two district staff workshops in group development.

The objectives of the workshops were: to increase our effectiveness in working with groups by increasing our sensitivity and awareness of behavior in groups and its effect on others, further developing and practicing leadership skills, and considering ways of using workshop experience "back home."

The group development workshops were scheduled in two parts of the State and enrollment was voluntary. Where possible, county staffs sent half of their members to one workshop and half to the other. The first workshop had an enrollment of 60 and the second 46, with 32 of the 36 counties in the State represented.

Changed Attitudes

Some of the agents had attended workshops held 3 or 4 years earlier and knew what to expect. Others were wary. As the 4-day workshop progressed, the negative attitude of some agents changed to positive. There was "something to this group development business after all." In observing their own behavior and its effect on others, as well as the behavior of group members, they began to recognize familiar problem behavior on their own staffs and in some of their extension groups.

There may be the prominent farmer who has all the answers, the staff member who won't "play on the team," the people who accept chairmanships and don't carry through, the person who distracts by clowning because he is bored, the breakdown of poor communication. With the help of other members of the group, ideas for dealing effectively with such behavior were brought out.

The workshops were planned and carried out by a staff of 8 persons, 6 from the State office and 2 agents from the counties. Emphasis was given to small work groups of 11 to

12 members each because this discussion and activity provides the "meat" of the learning experience.

One work group selected the county staff conference as its major problem for discussion. They talked about the purpose, ways that some staff meetings fail to accomplish the purpose, and what comprises an ideal staff conference. They searched sincerely for basic answers.

Binding Thread

Interpretation of what actually went on in the work groups was given in theory sessions held twice daily. As one agent expressed it, "The well organized presentation in the theory sessions was the thread that bound the whole experience together."

Topics discussed included: the leadership team, characteristics of a group, a film forum on our invisible committees, what is leadership, how a group functions, steps in problem-solving, and group development.

On the final day, a panel on back-home application tied the workshop to everyday activities in extension work. The panel was composed of a member from each work group who reported how his group thought the experience in the workshop might be helpful in the county situation. This proved to be one of the most interesting sessions.

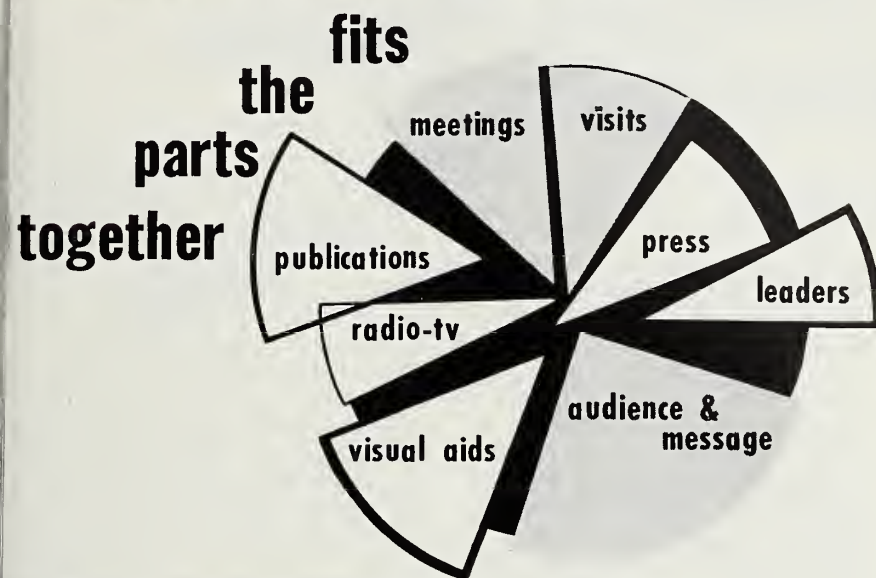
In the evaluation, the workshop was rated helpful because of the "opportunity to discuss some common problems and to exchange ideas and solutions." The agents said they liked the small work group approach because of the "permissive" atmosphere which allowed free expression of ideas, interchange of experiences, and opportunity for 100 percent participation.

One agent said, "I could watch the group grow as the theory was applied. The practical experience gained from this participation will help me a great deal."

A new agent commented, "The group learning process was a real experience. It was interesting to note how much we depended on each other as the sessions progressed."—(interdependence within the group).

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COMMUNICATIONS TRAINING



by RALPH M. FULGHUM, *Federal Extension Service*

I haven't got time to be trained. I need help now in better reaching the many people and doing all the things that are part of my job." The Texas county agent who threw that point into a communications training discussion was probably speaking for most of us.

Yet, during the last year more than half our extension agents and specialists took the time to become deeply involved in communications training sessions. Most of them left asking for more.

Thirty-six States and one territory have made special efforts to equip communications training teams—including supervisors, specialists, training and information leaders. Are we saying that this deeper, unit approach look at how people learn, act in groups, and how we can better communicate from their standpoint is a kind of training that does help with our everyday planning, involvement, teaching and public relations job? I think we are.

Core of Everything We Do

Communications — personal, oral, written, visual, meetings, leaders, press, TV, etc. — is the methods core of everything we do. Good communication — two-way, audience-centered,

learn-by-doing — is a changing process that we haven't studied enough. We face vastly changing technology, problems, audiences, we need to reach. We have new tools involving the speed of radio, the reach of the press, the realness of TV, the simplifying impact of visuals. We have to mesh these with the proven values of leader and personal contacts to get helpful information faster to more people with more impact.

Need to Sell Ourselves

We've done a good job of selling farmers on the value of science. "Book Farming" they called it in the early extension days. Maybe we need to do as good a job of selling ourselves on the value of communications science. Call it "Book Teaching" if you like. Much of the guidance we need is in our own and other research reports, educational and other books. Communication research and training is ferreting it out, bringing it together so we can get at it, make it a part of us and put it to everyday use.

Part of our problem may be that some of the terms the psychologists, sociologists, and information specialists use are new and strange words. So were learn by doing, helping

people help themselves, and other once new, now common extension terms. The terms are not important. The big point is, can we break through their meaning, make it our own, and put the principles to work in our own words. Such terms as inductive learning, learning blocks, social action, initiation, legitimation, diffusion process, impact, and the audience, message, channel treatment concept have real meaning in our everyday work.

Tune Up Methods

So, we are deep in communication training. How can we use it? Those of us using it in our daily efforts say: To tune up our methods, to reach more people, to better involve people in developing their own programs, to concentrate on and still spread the farm and home unit approach, to aim our special programs more specifically at the target.

A number of you have said it differently. The Georgia agronomist who said, "Many times I failed to communicate because I did not have the people's interest, they did not have the background." The Washington agent who said, "I am going to keep this social action chart on my desk, and before I go to a meeting look at it so I don't miss any of the steps." The Wyoming agent who said, "It helped me understand the way people act and react." The specialists who said, "I want to learn but sometimes I just resist being taught. You moved the immovable." The training leader who said, "Our agents are thinking more about how they are doing their job, how the parts dovetail together."

Reach More People

We are using better communications to reach the people we need to reach more quickly and effectively. We have to if we are to meet the ever growing demands for more educational work in marketing, in public affairs, as the educational arm of USDA and our institution, in getting research results out faster and used; with consumer, low income groups, youth, suburbia, food handlers, others who help pay us. We need to do all

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Do We Help People Help Themselves?

by WALTER H. HAYES, JR., Assistant Dean, College of General Studies,
George Washington University, Washington, D. C.

SILLY title? On first glance, probably your answer is yes. But stop a moment and reflect. Does the following monologue sound familiar?

"Sometimes I'm ready to give up. Here we are, trying to help other people—trying to show them how to do a job. But will they do as we say? We knock ourselves out trying to pound ideas into their heads. What good does it do? I give up! I just don't understand these people!"

Familiar? If so, then the title is not so silly, is it? In fact—and here comes the \$64,000 question—have we, ourselves, ever said it?

If we are honest in answering, we probably are a little embarrassed. We have to answer in the affirmative. We are embarrassed because we know our answer means that we have sometimes failed, at least to a degree.

Reasons for Failures

It might be a good idea to examine this matter a little more closely. It is interesting that, after close scrutiny, we find the reasons for our failures do not lie so much with the people we are trying to help but rather with our own selves.

Let us start examining this matter by looking at the nature of our work.

What is its primary aim? The answer is easy. Our aim is to help people do a job, or at least do the job better.

What is required to achieve this primary aim? First, we must be of service to help people. Second, we must be leaders. Third, we must have knowledge both of their problems and of the ways to solve them.

Thus we serve the people by using our knowledge and skills to help them conquer their problems. This is the kind of leader which we must be—a very special kind of leader—the leader of service.

Let us look at this item: leadership. It is a trait that ranges in

nature from the extreme authoritarian to the most democratic. We see examples of these opposites in politics. The authoritarian leader is exemplified by ruthless dictators such as Hitler; the democratic leader is exemplified by the President of the United States.

How does the authoritarian leader work? He merely tells the people he is leading what their problem is and how they are to resolve it. He then sits back and waits for them to eliminate the problem.

This sounds good, doesn't it? Particularly because it sounds easy. But wait. Why is it that history shows us that no dictator has ever reached his goal?

The reason is simple. The dictator tells his people what to do. The people are willing to follow his orders because they want to get out from under the burden of their problem. However, solutions are never reached without obstacles. After being set back by several handicaps, the people soon learn that "this thing is easier said than done." They soon begin to wonder if the solution told to them is a good one. Then they begin to believe that it is not. After all, it wasn't their idea. All they did was do what they were told to do. Unfortunately, their source of authority did not know so much.

As a result, the people either accept the problem and do nothing further or they turn to another approach of resolving the problem. In either case, the authoritarian leader ceases to lead because to his followers he has proven himself useless.

If we ourselves employ an approximation to this type of leadership, we frequently will find ourselves reciting our monologue about our futile efforts "to help" other people.

Now let us look at the democratic leader. How does he lead?

Does he tell the people what their problem is? No. He works with the

people as a group in defining their problem. He rapidly learns, as do the people involved, that there is a problem. But all concerned, through working together as a group, soon learn that this problem means different things to different people.

By working together, the people and leader come to define the problem in terms of their mutual rather than the many individual interests involved. Thus the leader not only learns much about this now well-defined problem, but during this process he has also learned much about the people whom he must help.

Even more important, the leader now has gathered around this mutually accepted problem a cooperative group of people ready to work toward their common goal. They're thinking together constructively.

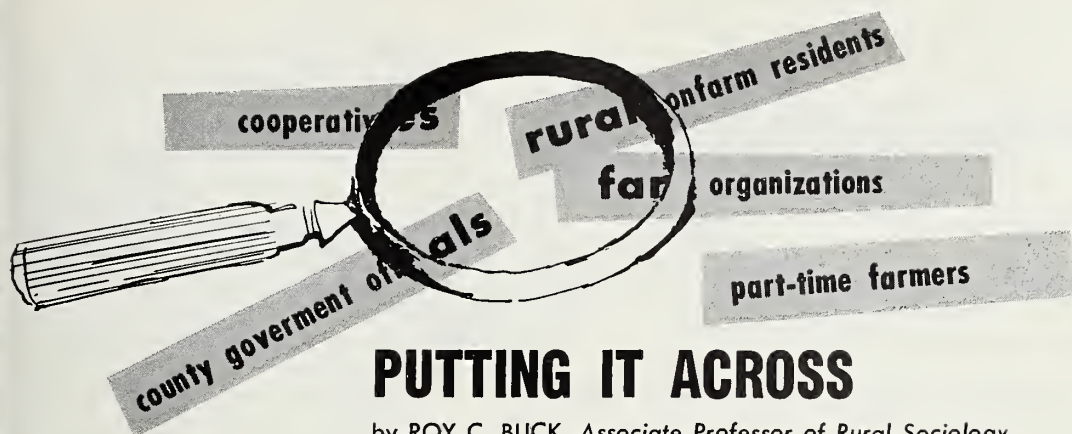
Planning Action

Next comes the plan of action. Does the democratic leader tell the people he is helping how to reach their goal? Again, the answer is no. The people, aided by the knowledge and experience of their leader, develop possible approaches, discuss the merits of each, and finally agree upon the approach to be tried.

Now the leader has a united group working on a mutually accepted plan toward a mutually accepted goal. Therefore, when the people who are attempting to carry out the accepted plan are stopped by obstacles, they do not give up. They work harder. After all, this was their idea. It has got to work. This is a part of them. They are therefore ready to give more of themselves.

Further, if the accepted plan doesn't work, the people can blame no one but themselves. They cannot point the blame of the failure at one person. The leader does not become the scapegoat. Instead, the people

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PUTTING IT ACROSS

by ROY C. BUCK, Associate Professor of Rural Sociology,
Pennsylvania State University

A SHORT time ago I was visiting a farmer friend and asked him how the new assistant county agent was doing. Stan's reply was, "He's a smart fellow but he doesn't know anything."

"Now Stan," I said, "You are not making much sense. If a fellow is smart, he must know something."

"Well," mused Stan, "What I really mean is, he is smart but he just can't put it across."

Stan's second observation is a common one. "He can't put it across," is such an easy criticism, and yet it really makes a very basic point. The need for good communication is at the heart of the whole extension program.

Several Angles

Stan's notion of communication was much more than the bare mechanics of message sending and receiving. While he didn't mention it as such, the thing that was foremost in his mind was what we might call the public relations problem in communication. Stan placed a lot of emphasis on such things as "feeling easy in the meeting, really learning to know what extension is all about, making a fellow feel as though he knows something, and breaking things down so they are clear."

His wife, Marie, had some ideas, too. She talked about "good judgment, understanding woman talk, and getting to do things that matter."

Tom, a young 4-H'er volunteered: "A county agent has gotta level with ya. I don't mean he's gotta horse around but, boy, he sure has to make

his stuff important if kids are to buy it."

Now, let's back up a little and see if we can't hang a little meat on this can't put-it-across skeleton. We shall only work on the public relations angle.

Defining Public Relations

Activities deliberately planned to enlist public understanding and/or approval and support for a plan of operation may be considered public relations. In addition, public relations means cooperation with other persons or groups to an extent that there is interest in each other's program and, no less important, mutual respect. This is the planned part.

There is another way of looking at public relations which is often overlooked. Each person has a public relations program whether he wants it or not, or whether he realizes it or not. People are continually sizing up each other's behavior and drawing conclusions and inferences.

So public relations is part of the day-to-day life of everyone. It involves two broad categories of activity — those events which are more or less deliberately planned and those which constitute the day-to-day routine of living.

The idea of a general public is not very helpful in considering the public relations problem. An entire county may know about the extension program but the people will look at it in different ways. People are apt to see what they most want to see and believe what they most want to believe. This ordinary trait

of human nature cannot be ignored.

The problem is one of translating and interpreting the program. The general objectives can be the same for all but they must somehow be made relevant to each person's interests, biases, and prejudices. They must strike at the heart of his special problems and, perhaps even more important, at the special way he defines his problems.

Many Publics

One way to get a little practice in thinking about your county as a collection of special publics is to compile a simple chart. List your publics, including the county extension office staff, county government officials, commercial farmers, part-time farmers, farm machinery dealers, farm organizations, cooperatives, rural nonfarm residents, public schools, other public agencies in the county, your next door neighbor, and local business people.

Then select a major objective of the county extension program. As you go down the list of publics, how would you vary the method of putting this objective across.

Perhaps in some instances there wouldn't be much change. Some publics are closely related. And a person can be a member of more than one public. We need to recognize that as people move from one group to another, their points of view may change. How does your next door neighbor define your position? Do you feel reasonably certain that he

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What Kind of Meeting Do People Like?

by EDWARD V. POPE, *Federal Extension Service*

THIS is not an easy question to think about, much less to answer. Meetings are held for many different purposes and involve many different kinds of people and points of view. There are staff meetings, demonstrations, fairs, farm and home visits, leader training meetings, annual conferences, and the many sessions of county and community groups ranging in purpose from policy meetings to public social and recreational get-togethers.

By reason of our broad charter of responsibility in the educational field, we find ourselves as extension workers called upon to assume leadership responsibility in all of these types of meetings and many others. Moreover, the complexity and interdependence of modern life will probably mean more rather than fewer meetings, as the need for consultation with people becomes more frequent.

Setting the Stage

Perhaps the most basic questions in any meeting cluster around the problems of communication. This is not meant in the sense of how to get people to accept what we decide is "good for them." The question is, "How can we set the stage for communication well enough so that people progressively understand each other and thus efficiently share ideas and move toward greater consensus with due consideration for all points of view?"

The problems in creating this kind of climate may appear insurmountable. Some people seem not to want to be democratic; they want either to tell or to be told what to do. Others go to the opposite extreme in

denying the need for structure or leadership at all. There are all gradations between, and the same person may react differently at different times. Then again, the nature of the job to be done, the time available, and the pressures exerted by all those with a stake in the outcome arouse powerful temptations to shortcut or circumvent important steps.

Yet the democratic imperative is there. Within the inevitable limits, we still must operate as though people deeply like to experience the respect for the individual which democracy has as its premise.

Taking into account the varied purposes of meetings and the individual differences of people, are there any common denominators we can identify as fairly adequate conditions for good communication?

For one thing, we can make clear the purposes of the meeting, with an indication of the type of participation for which opportunity is provided. This seems as obvious as a TV commercial. Yet how often have you left a meeting still wondering why you were asked to come? And how often have you experienced the uneasiness of not knowing what was expected of you as a member of the group? No matter what the situation, confusion as to objectives and roles gets in the way of good communication.

Important in this connection is the choice of methods appropriate to the purposes at hand. In planning for a leader training meeting, for example, the objectives are to help the leaders both to understand the content and to develop skill in conducting follow-up meetings on their own. Preplan-

ning will involve the selection of methods encouraging the active participation of each leader in the roles of learner and teacher.

In a staff meeting to acquaint personnel with a new policy decided upon at the last session of the legislature, preplanning will consider other questions: Does the person who will explain the new policy really understand it? Can he explain it clearly and accurately? Should there be time for questions and discussion of the policy's implication for the work of the staff? Should there be a place for some good-humored griping at this latest "directive from on high" as a safety valve for negative feelings?

Adaptable Methods

Flexibility of method within one meeting is being widely practiced nowadays. In this same staff meeting, another item on the agenda may call for the type of deliberation best suited to small groups. The leader who can adapt his methods as situations change, even within one meeting, is quite likely to be helping toward good communication.

Then again, respect for the individual means taking care that the group does not sense a "hidden agenda," and that, in fact, there is none. Too often people have learned to distrust meetings through experiencing the destructive effects of exploitation. They have been in meetings which have seemed to be for the purpose of gaining the semblance of group sanction for a program planned by a "privy council." Even with the finest of intentions, such an inner circle, convinced that it knows "What's best for people," will cause those same people to go away muttering, "Why do they ask for our opinions and then do what they want to anyhow?"

In summary, clarity as to purpose or objective, and appropriately chosen methods for individual participation in honest and open situations are some important elements in encouraging cooperative attitudes and thus in setting the stage for good communication. We can safely assume that most people like meetings with these qualities.



working as a team

by J. W. SCHEEL, Assistant
Extension Director, Oregon

PROGRAM integration or unification has been discussed frequently in recent years. Common questions are "What is it?" "Is it practical?" and "How do you go about accomplishing it?"

The ultimate answers will be developed by county extension staffs. By trying out a variety of ideas, they will find the ones that are practical for particular situations. Some such trials are under way in Oregon, and experience here may be useful to agents in other States.

For example, the extension agents in Yamhill County last year held a highly successful "Know your meats" meeting that was attended by at least 275 people. All agents took part in planning and staging. The local livestock producers' organization, meat retailers, and consumers were involved. And a demonstration of meat cutting that was a major program feature was handled by a livestock specialist and a consumer education specialist. Several other counties held similar events with good results.

Joint Activity

This meat meeting is one type of program integration. It represents a joint activity by several agents in a county that contributes simultaneously to several separate objectives of the different projects involved.

A second type of program integration is the direct opposite—separate activities by several agents that contribute to a common objective for all the projects involved. The De-

schutes County staff gave attention to this possibility in one of their weekly staff meetings early this year, using the improvement of dairy farm management through production testing as an example.

Agents' Role

The home agent might have a unit meeting on keeping and analyzing DHIA records, assisted by the agricultural agent. The agent responsible for 4-H Club work might develop with local 4-H leaders some club activities dealing with production testing and maintaining records of production. The agent responsible for Farm and Home Development could encourage a testing program for the families with whom he was working who had dairy enterprises on their farms. Finally, if a tour were being held in the county in connection with one of the agricultural projects, a stop could be included at a dairy farm where results of a good program of cattle quality improvement could be seen.

Still a third version of program integration is staff teamwork in a joint activity toward a common objective. One excellent example in Oregon this year was a series of leadership training meetings in Jefferson County in which all the agents collaborated, with the help of the group development specialist from the State staff.

These meetings were planned in cooperation with a local committee of leaders from a variety of agri-

cultural, civic, and youth organizations. They were attended by some 80 people who were a good cross section of the local community leadership, both farm and town. The series consisted of three meetings on successive nights, each a workshop of a different phase of the group process.

Emphasis was on developing better understanding of the human interaction that takes place in a discussion group (such as a committee meeting) and sharpening the leadership skills of the participants by giving them opportunity to observe and practice the use of different techniques. Response was enthusiastic.

Common Problem

At least three other counties successfully undertook a similar activity. In each case, the extension staff recognized the need for a larger number of better-trained leaders as a common problem and made accomplishment in that field a common objective for a combined activity.

A similar type of integration was the Great Decisions program in which most Oregon counties took part early this year. This program was intended to improve public understanding of a number of foreign policy issues facing the Government of this country. It was made possible through the help of the Foreign Policy Association in providing fact sheets, discussion guides, and organization plans. As a piece of public policy education,

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Stimulating action

Equipping leaders

Clarifying procedures

Reaching new people

Evaluating progress

Planning programs

THE VISIT—A MULTIPLE-USE TOOL

by KENNETH F. WARNER, *Professor, Extension Studies and Training, University of Maryland*

HEAR about it—think about it—talk about it. Action is the goal, of course, but action does not come until folks feel that it is important and necessary. How they feel depends on thinking and talking. That is where visits come in—person-to-person discussions that analyze, compare, and finally approve.

In Extension, the long series of line-fence and teacup discussions builds up the ground swell of public approval. When that ground swell rolls into all corners of the county, our job is done. Then we can switch to the next item.

The visits you make are “seeds” for the ones described above. Well-planted in fertile soil, they are worth the time and preparation needed. Well-planned visits build the foundation for planning and carrying out programs.

Equipping Leaders

We extension workers can't do the whole job ourselves. We have to work through others—through the million and a quarter public-spirited local leaders. Visits are key tools in equipping leaders.

When a local person agrees to take charge of a 4-H Club, become an officer in the homemakers or the chairman of a weed eradication committee, he steps out of the crowd.

These people move over to our side. They put their status on the line and become a target. We must equip them to defend themselves, to explain their actions with clearness and enthusiasm, to promote the selected job with pride and conviction.

Person-to-person conversations, face-to-face discussions are essential. Only through such discussions can the local person rehearse his information. Only through such rehearsals can we be sure we told the story

clearly and that we were understood.

Amid the turmoil of a program that is expanding and adjusting to a changing situation, visits may appear too time-consuming. There is no better way to save time than through well-planned key visits. Delay, confusion, mistakes, and hostility result from misunderstanding. The facts, the plans, our attitudes are best explained face to face. Folks need to know clearly what is to be done and how. When they know, they take pride in doing it themselves.

From this well-informed leadership, the useful grapevine starts. It reaches into the home, the neighborhood, the town, the market. These are the conversations that cause people to consider, decide, and act. These are the visits you planted but did not have to make.

Potential Cooperators

There will be other, unplanned visits outside your regular program. Bugs in the shrubbery, brown spots in the lawn, newcomers on strange farms, sick cows, sick chickens. Some of these unexpected calls will give you your greatest satisfactions. All of them will yield potential sources of cooperators in your program.

These calls can come from people who do not go to meetings, who do not read your column, who do not

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Agricultural Agent C. R. Spooner, Telfair County, Ga., and former R. H. Jones and son, talk over Jones' farm plans and his son's 4-H projects. Well-planned visits build the foundation for county programs.

Broader Horizons for 4-H Work

by GEORGE FOSTER, 4-H Club Specialist, and
FRED BERGGREN, Assistant Experiment Station
Editor, Tennessee



A 4-H Club leader and 5 panel members pose before visual aids they used to discuss the future of forestry in 7 Tennessee Valley States.

BACK in 1956, some of the sponsors of the first Tennessee Valley Regional Resource Development Conference for Older 4-H Youth were skeptical about its success. Now they would quit sponsorship as soon as a youth would quit courting the attractive daughter and only child of a middle Tennessee farmer—one who owns a 500-acre farm all clear!

The seven States of the Tennessee Valley mixed together generous helpings of the cream of their senior 4-H Club members at Fontana, N.C. Some 200 boys and girls took a clear-eyed look at their natural and human resources and came up with some ideas about their own responsibilities and opportunities.

Plans are now well underway for the third annual conference. Fontana Village, surrounded by inspiring forest, water, and mineral resources, will again be the site.

C. B. Ratchford, assistant extension director of North Carolina, is chairman of the 1958 planning committee. It includes representatives of the cooperating State extension services, and the other two sponsoring groups—the Tennessee Valley Association of Test-Demonstration Farm Families and the Tennessee Valley Authority. You can see that this is an excellent example of inter-extension, inter-agency as well as inter-State cooperation.

How did this idea originate? Many people have been concerned about the depletion of the human and natural resources of our region—movement of youth off farms, migration of people to industrial centers in other areas, a general lack of appreciation for the physical and educational resources of the region; failure of older boys and girls to continue in 4-H Club work; insufficient recognition for those who stayed with club work but failed to win national honors. These and many related factors were of serious concern to our agricultural leaders. The problem certainly was formidable.

Recognition of Resources

One leader in Kentucky explains it this way: "If any area or State is to fully develop its resources for the betterment of its people, some program must be initiated which will first cause the people to recognize these resources." As a result, Kentucky has developed a State-wide 4-H Club project in resource recognition.

Conference ideas crystallized at a meeting held in Chattanooga early in 1956 and a committee was named to represent the sponsoring agencies. Their job was to develop plans for a conference to include 4-H Club delegates from valley counties in the

seven States in the Tennessee Valley region.

The following excerpts from the announcement illustrate some of the highlights of the first conference:

"The 4-H members attending will spend 3 days at one of the most popular vacation spots in the region. They will learn about the resources of the Tennessee Valley and the entire South; problems and opportunities in the area; and possibilities for developing their skills and talents to take advantage of the area's opportunities. They will visit and work with 4-H members from other States, and take part in discussion, workshops, and recreational activities.

"One boy or girl from each county in the Tennessee watershed is eligible to attend. (Now all States can send two delegates per county.) Delegates must be over 15 years old, have outstanding leadership abilities and good project records, and agree to report on the camp to other groups after they return home."

Officers and directors of the Tennessee Valley Association of Test-Demonstration Farm Families promote the valley-wide conference of 4-H boys and girls. The Extension Service in the seven States and the Tennessee Valley Authority help plan, organize and conduct the conference and use it to promote the develop-

(Continued on page 40)



It's Still A Basic Tool

by GLADYS GALLUP, Federal Extension Service

EXTENSION is continually developing new ways to reach more people with more information. Of all the methods employed over the years, the result demonstration continues to be basic in serving all groups. It is particularly effective with low-income families.

These families see others profiting from modern improvements in communication and transportation, new discoveries in science, and new inventions. Often as not their own woes are intensified and their plight more keenly realized. Extension result demonstrations stir their interest in seeking solutions to their problems.

Recent research indicates that those in the low-income group in general have less schooling, do not participate as often in formal organizations, and are more limited in physical resources. They depend a great deal on everyday contacts with neighbors, relatives, and friends for new ideas in farming and homemaking. The result demonstration has proved to be a successful method of reaching such groups.

Encourage Adoption

Studies show that mass media, especially newspapers, farm journals, and radio, serve mainly to inform this group of new farm practices. Other influences such as demonstrations are usually required to encourage adoption of the practices.

Each result demonstration is a new and different presentation and therefore endowed with the advantages of variety, freshness, and newness. The fact demonstrated may be old but each version of it is new.

Result demonstrations, the core of

extension teaching, provide basic information used by agents in news articles, circular letters, radio and television programs, meetings, and other teaching methods. Like other visual presentations, demonstrations stimulate much more interest than can ordinarily be developed through the printed page or by talks.

Basic Role

While results obtained at experiment stations lead some people to try new practices, many more are readily convinced by the experiences of successful farmers and homemakers in their own community. This is the role of result demonstrations.

Well-staged demonstrations can be more convincing than dozens of printed pages or hours of talk. A conveniently arranged demonstration kitchen is far more interesting and enlightening to a woman than a word description of how to plan her kitchen.

The demonstrator learns by following the recommended practice, by observing, and by keeping a record of results. He becomes his own teacher as well as the teacher of his neighbors.

After successfully proving the worth of a specific practice in the county, extension agents can speak and write more convincingly about it. The most successful agents have increased the educational value of this tool. By better planning, conducting, and using the demonstrations, they not only show proof of single practices, but also a combination of practices such as in Farm and Home Development.

An extension result demonstration is used to prove the advantages of a

recommended practice or combination of practices. It involves careful advance planning, a substantial period of time, adequate records, and comparisons of results. It is designed to teach others in addition to the person who conducts the demonstration.

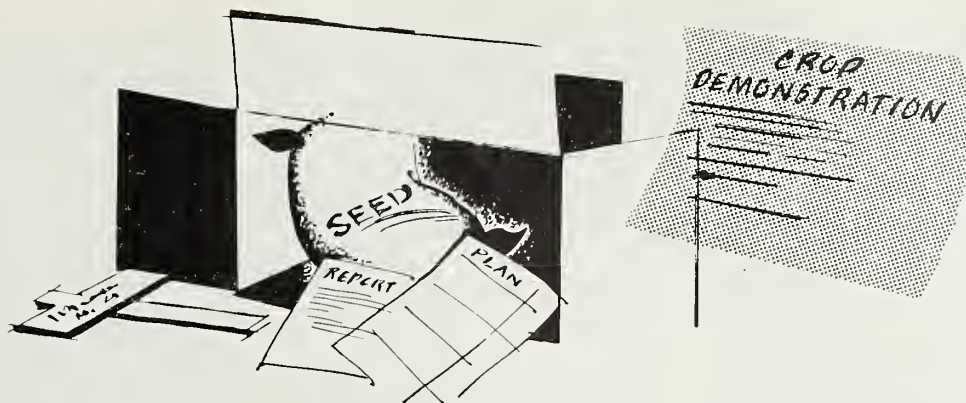
To be effective, result demonstrations must be carried on systematically to prove that the recommended practice is definitely superior to the one it is to replace. Accurate records are essential—records of labor, materials, costs, and results. Before-and-after photographs often are a valuable part of these records.

Combination of Practices

Proof from research or reports of successful experiences showing the advantages of a practice must precede a demonstration of it. Result demonstrators do not discover new truths, but they show to what extent the research findings of the State experiment stations, USDA, and other agencies apply to local conditions.

In recent years the trend has been toward fewer and better planned result demonstrations involving more elements. Today's demonstrations usually involve a combination of several practices which will increase efficiency.

Demonstrations will always be an integral part of extension teaching. They provide local proof of the advantages of farm and home practices, especially those that are based on recent research. Demonstrations also help gain the confidence of new farmers and homemakers and others who have had little experience with Extension.



we package the DEMONSTRATION

by BEN R. SPEARS, *Extension Agronomist, Texas*

RESULT demonstrations are on the upswing in Texas. Packaged crop demonstration kits have increased both the number and effectiveness of this basic extension teaching method.

Until we started using these kits, result demonstrations in Texas followed the same downward trend noted in some other States. A major reason for this decline, no doubt, is the great amount of time required for a county agent to organize, plan, and complete any sizable number of result demonstrations.

To offset this disadvantage, we adopted the idea of the packaged demonstration. County agents are supplied with a complete kit includ-

ing seed, planting plan, report form, variety identification signs, and roadside sign calling attention to the demonstration. In 1952 we started on a trial basis with 36 corn variety demonstrations. The kits' value was established and in 1954 grain sorghum, forage sorghum, small grain, pasture grass, and legume demonstrations were added.

Acceptance Grows

The number of kits supplied to counties has increased each year. By 1957 the total reached 693 corn, grain sorghum, forage sorghum, and small grain kits and the number of pasture grass and legume kits jumped to 412.

Thus this single idea was responsible for more than 1,100 crop demonstrations in the State in a year.

Other advantages have been observed and passed on to us from the counties. Since research facilities are widely distributed in the State and most counties are a considerable distance from a substation, many farmers do not have an opportunity to observe the work being conducted by the Texas Agricultural Experiment Station. Local demonstrations which utilize the latest production practices as well as the planting of the newest and best hybrids and varieties of crops offer the next best best.

Application for the demonstration kits is made by the county agent through his district agent to the State agronomy office. County agents are limited to two demonstrations of any one crop. Applications are accepted well in advance of the earliest planting dates so there will be sufficient time for the specialists to work up the kits and other supplies.

Planting plans for the various demonstrations are prepared in detailed outline and mimeographed. The outline includes not only planting instructions but details for harvesting and reporting results. Each participating agent receives a copy of the plan when his request is confirmed and another with the kit. The advance copy aids the county agent in discussing the proposed demonstration with a prospective cooperator.

The varieties or hybrids to be used in



Observations by farmers throughout the growing season encourage adoption of demonstrated practices. This was one of 8 demonstrations last year in Hill County, Texas.

each county or district are determined on the basis of their adaptability. Seed supplies are purchased from seed companies with assistance from the Foundation Seed Section of the Texas Agricultural Experiment Station. Inoculant is supplied for the legume demonstrations. Each kit contains an identification stake for each hybrid or variety in each replication of the demonstration.

Signs Increase Value

The kits are mailed to the county agent 2 to 3 weeks before planting time. When the demonstration has been successfully established, the agent is furnished a 16 x 30-in. roadside sign. It is felt that much of the value of the demonstration is lost when signs and markers are not used.

For crops such as corn and grain sorghums, seed is provided to plant about 720 row feet each of six varieties or hybrids. Other seeds are furnished proportionately. The planting plans are designed so that accurate comparison of varieties or hybrids can be obtained.

After the demonstrations are harvested, the results are recorded on forms furnished by the extension agronomists. The reports are sent by the county agent to the district agent for his information and later transmission to the extension agronomists. When all reports are in, the results are summarized and furnished in mimeograph form to all county agricultural agents. Drought, floods, and other causes take their toll of the demonstrations each year but the demand for more kits continues to increase.

Hill County in central Texas has made effective use of the kits. County Agent C. H. Clark and his program building committee use the demonstrations for introducing a new crop variety or hybrid. When the variety's value has been established, demonstrations on that particular crop are discontinued.

In 1957, Clark used eight packaged demonstrations. Two grain sorghums were demonstrated because of the great amount of interest in the new hybrids; two corn and pasture grass demonstrations were included because

distinctly new types of hybrids and varieties had been released by the Experiment Station; two forage sorghums were used because of a need for increased silage production in the county's dairy program.

County Agent Clark usually renders whatever assistance is needed to insure that the planting and harvesting are done according to plan. This also helps keep him familiar with the progress and outcome of the demonstration.

Clark reports good attendance at field days and tours but believes the greatest good has been the observation of the demonstrations by farmers throughout the season as evidenced by well-worn paths through the demonstration areas. The demonstrations have had an effect on the farmers' choice of varieties and one seed dealer waits until the demonstration results are complete before ordering his seed supplies.

Introduced New Hybrid

In Liberty County on the Gulf Coast Prairie, Agent G. L. Hart used a demonstration to introduce a new corn hybrid which had been developed especially for that area. The hybrid yielded well in comparison with other hybrids and showed the disease resistance claimed for it. These results, along with publicity on research tests, resulted in a demand for seed which was in excess of the supply.

Result demonstrations are not needed on every improved practice in order to gain public acceptance for it. However, it continues to be one of our best teaching methods and should not be discarded in the county program building process. All methods have their place.

The value of demonstrations for introducing new crops is established and agents and farmers like the local testing. Demonstrations also strengthen local mass media efforts by providing agents with material for news stories, radio and television programs, and meetings. This packaged demonstration program has encouraged county agents and farmers to conduct more demonstrations involving other phases of crop production.

A New Look at My Job

by GAYLORD HAYNES, Extension Agronomist, Oklahoma

AFTER 6 years, 240,000 miles and 1,000 days in the field helping county agents establish and harvest demonstrations, hold tours, field days and educational meetings, I have come to the conclusion that my job is to train agents rather than farmers.

During most county visits the time is consumed by many items with which you are well familiar. Telephone and office calls generally prevent much discussion in the agent's office. District meetings are too large and time too short for effective discussion of technical information.

Considerable research, not only from Oklahoma, but from throughout the world, is available in every field of agriculture. There are over 3,000 annual publications of scientific literature on agriculture. Scattered through these volumes of publications is agronomic information valuable to every county agent.

Practical experiences gained from working with county agents, farmers and research workers throughout Oklahoma, as well as visiting experiment stations and agronomists from other states, can be of value to county agents.

Heavy workloads prevent the county agent from taking advantage of these sources of information. Perhaps I could bring many of these bits of information to the county agent in usable form.

In the coming year, I want to spend more time working with the agents and less time in direct contact with the farmers. My plan is to meet with 3 or 4 county agents at a time for 1-day meetings. At these meetings we can discuss the latest research, teaching methods and exchange experiences. Also, slides can be made available to the agents for duplication and use in meetings. Tissue testing and other educational aids can be discussed and practiced if desired.

The primary objective of this plan is to see if a program of this nature will help us both do a better job.

This recipe has the ingredients



by RUTH CRAWFORD, Home Advisor,
Humboldt and Del Norte Counties, Calif.

Do you want a recipe for successful Clothing Information Days? Try this one we used in California's Humboldt and Del Norte Counties.

Take one part clothing specialists from the State extension office; blend with one part local business people (retailers, manufacturers, and dry cleaners) and key women interested in consumer questions; add equal amounts of county home advisors, clothing demonstrations, and exhibits. Simmer this mixture for 6 to 8 weeks or until the good program ideas rise to the top. Then add an enthusiastic audience of interested consumers. What's the final product? Clothing Information Days, California style.

We held two of these programs this spring in Humboldt and Del Norte Counties. As a result, the retailers and consumers who participated have a better idea of each other's problems. Business people are more aware of extension and its service to the community. Consumers have asked us to present similar programs on home furnishings, home management, and food buying.

Advance Publicity

Preparing for the meetings, county staffs sent out advance information to 4-H Club leaders, families, home economics teachers, parent-teacher associations, chambers of commerce,

and all local newspapers. Five television programs, two 5-minute radio programs and spot radio announcements also helped publicize the events. Questionnaires were distributed to consumers to determine subjects for discussion.

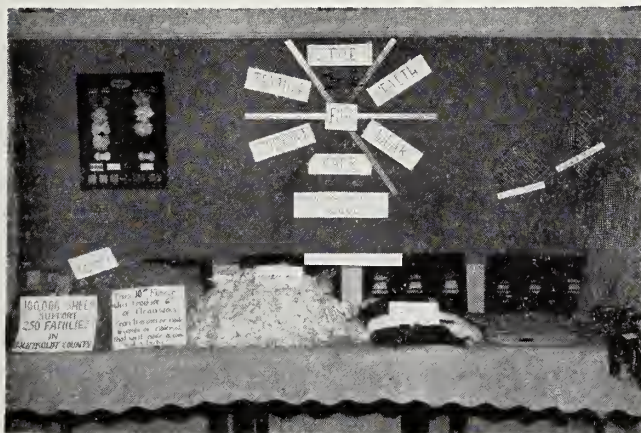
More than 500 consumers attended the 1-day sessions. The morning programs consisted of panel discussions on selection and care of clothing. Demonstrations and exhibits featured natural and man-made fabrics, children's and adults' clothing, dry cleaning, and many related subjects.

In the afternoon, the panel of local business people and State clothing specialists answered homemakers' questions. The retailers distinguished themselves for frankness and clarity as they answered such questions as: Why do zippers stick? Why do sizes of dresses and coats vary? Why should certain garments be dry cleaned? Why don't labels give better information?

Repeated on TV

For the benefit of homemakers unable to attend, the same panelists participated in a half-hour live television program the following week. The program was announced in the advance publicity as well as during the consumer-day programs.

Retailers and homemakers responded enthusiastically to the clothing information days. Plans are underway in other California counties for similar programs.



This exhibit demonstrated that Humboldt County's 100,000 sheep support 250 families and supply a useful clothing material.



Retailers and State clothing specialists discussed clothing selection and care and answered consumers' questions.



The Alabama delegation works hard planning a skit about natural resources which they presented at the 7-State Senior 4-H Club Regional Resource Conference.

BROADER HORIZONS

(Continued from page 35)

ment of the Tennessee Valley and its people.

What benefits have accrued? Let's look at some of the comments:

"In evaluating this encampment, I believe that it is a phase of club work that we have failed to cover in the past... Many of these boys and girls had not been district or State winners and therefore might not have had an opportunity to prove their leadership.

"We feel that the conference provided one of the best incentives for older youth to continue 4-H Club work — to learn more about our region. Words cannot convey the closeness of fellowship and mutual understanding that developed among the youth of the seven States as we studied and played together and discussed our mutual interests.

"This opportunity if continued will provide a very effective method of fighting the increasing problem of youth delinquency, which everyone knows is due partly to the lack of properly planned and supervised worthwhile activities for youth."

What are all these comments about? The first year, 1956, the senior 4-H'ers presented skits on improved fertilization and soil management, use of electricity on the farm, community

development, development of leadership, spread of better farm practices, use of resources, and cooperative action.

In 1957, topics developed by State groups for discussion included forestry; water (rainfall, transportation, industrial, irrigation); recreation; electric and atomic power; human resources; rural organizations; agriculture (livestock, crops, soil management, fertilizer, and conservation); industry and commerce.

Possibilities of Area

The program includes inspiring talks by leaders from the area. There has been no trouble in obtaining such speakers as an editor of a large southern farm paper, the public relations director of a leading southern insurance company, a member of the TVA board of directors, deans or directors of agricultural colleges, and a college president. Speakers point up the possibilities in the area and otherwise inspire the youths. Leaders who attend hope that the speakers will tip a few wavering 4-H youngsters over the brink toward the conviction that they must have more education with college the next step.

As for the look ahead, we feel that this pioneering effort is highly significant. It shows how various interest groups can work together to support 4-H Club activities. It also

illustrates an approach to a broad field of related subject matter on the part of older youth — rather than dealing with narrow project fields.

Significantly, a national 4-H Club development committee has been formed on the use and conservation of natural resources. Its approach is very similar to that of the regional resource conference. They both deal with plants, animals, minerals, soil, water, and air, and their relationships to human resources. They both are demonstrating the values of cooperation between agencies, States and subject matter fields in the development of the greatest resource of all — man. They are truly making broader horizons for 4-H Club work!

HELPING PEOPLE

(Continued from page 30)

will usually turn to an alternate plan quite readily, keeping the group including the leader intact.

This is not true with an authoritarian-led group. In this latter group, if another attempt is made, at least the leader is usually not present. It is a united group that still must solve the problem. It is also interesting that frequently a failure will tie the members of the group closer together in further planning, revising, and working together to achieve success.

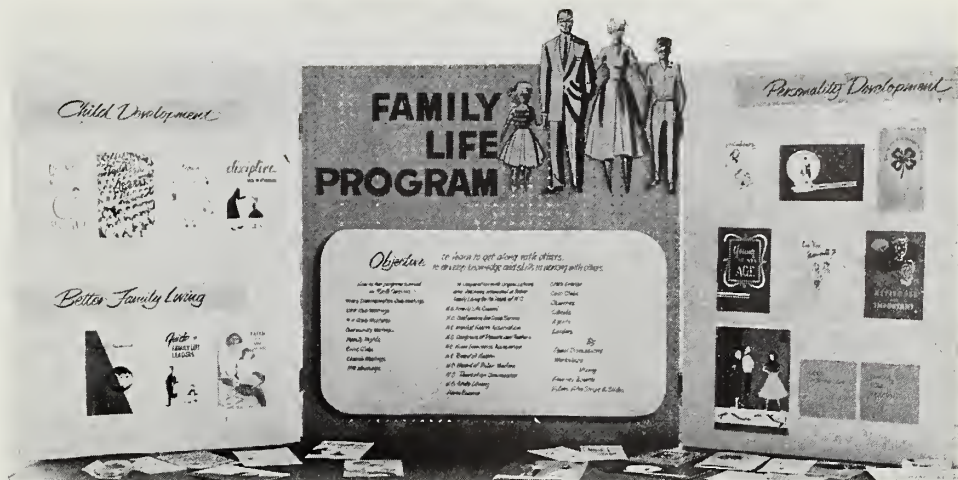
As we approach the ideals of democratic leadership, we find ourselves less likely to find occasion to wail over how incomprehensible these people are.

We must realize, however, that the two extremes of leadership have been presented—authoritarian at one end, democratic at the other. Although it is obvious that the extreme of the democratic method is the most effective, we can scarcely hope to reach the ideal of the democratic leader either in personality or results. But at least this should be the goal towards which we, as leaders, should aim.

By this method we can best serve the people in need by helping them with our knowledge and skills as their leader to define and solve their problems. By so doing, in our democratic way, can we not only become a real leader, but a successful one.

They Put Their Jobs on Display

by ELWOOD MINTZ,
Assistant Publications Editor,
North Carolina



WHAT do subject matter specialists have to offer? North Carolina's county extension workers were given a comprehensive view of their State staff's jobs at a recent annual conference.

Nineteen specialist groups set up exhibits to show county workers what each group offers in the way of educational materials and other services. Some 780 county workers toured the exhibits at three separate sessions.

A half-day of each 2-day session was allotted for viewing exhibits. County workers were divided into groups of about 20 persons, headed by a group leader. Each group spent about 5 minutes at each exhibit.

Specialists were hosts to the touring groups. They either took turns with the 5-minute presentations or each specialist gave a report on his particular job.

Exhibits remained up throughout the conference so interested persons could take a second and more detailed look. Space was also provided for previewing movies, film strips, slide sets, and for inspecting visual aids and communications equipment.

Planning started two months prior to the conference. Assistant Director R. W. Schoffner, Forestry Specialist John Gray, Editor O. B. Copeland, and Artist Lloyd Turnage checked the hotel's facilities and layout, made measurements, and allotted space for the exhibits.

Turnage and Artist Floyd Harness aided in making titles, layout, and design arrangements. Photographers

Ralph Mills and John Mattox assisted with photographic details.

Extension specialists also benefited from the presentations. They were able to see new avenues for cooperation between State and county staffs.

For example, the forestry specialists illustrated the many and varied educational opportunities in forestry. Their exhibit contained large photos emphasizing the role of good forest management and what it means in terms of dollars per woodland acre.

The forestry display also drew attention to ways of telling the forest management story with such methods as roadside demonstrations, sign units, woodland analysis training schools offered to county extension staffs, result demonstrations, long-term co-operator demonstrations, Agricultural

Conservation Programs and Soil Bank. Also shown were teaching and information aids available such as measuring sticks, prepared television scripts, Federal and State posters, scale sticks, planting charts, canned radio broadcasts, and publications.

Overall View

The home management exhibit was designed to give an overall idea as to the scope and range of home management extension. Specialist Mamie Whisnant stated the objective, "to develop managerial knowledge and skills" with publications used to show what is meant by work simplification. This center panel was flanked by side panels devoted to family economics, subheaded consumer buying.

Publications were displayed under the respective sections covering all ranges of home management from money matters to selecting washing machines, including 4-H project books and manuals.

The Division of Agricultural Information used a portable display rack known as Flexibit, designed by artists Turnage and Harness. Constructed of hardwood with masonite paneling, the exhibit measured 4 x 8 feet. It folded down to a compact 2 x 4 feet. This type of equipment can be assembled in about 5 minutes, not counting the time for placing illustrative material on panels.

Because many members of the division are not as well known to field
(Continued on page 42)



Forestry's growing economic importance and extension's role in that growth were pointed out in this exhibit.

GROUP TRAINING

(Continued from page 28)

The warm friendly atmosphere was mentioned frequently. The coffee breaks and fun night provided opportunities to get better acquainted with other agents. It was suggested that every workshop should have a common meeting place for the evening where agents and staff members can gather informally.

Impersonal Look

Other comments included appreciation of the opportunity for self-analysis and observation of the group process, the frankness and good sportsmanship shown regarding constructive criticism, and the ability to take an impersonal look at the county situation.

Agents are applying this learning experience in improvement of staff meetings, in training local committee chairmen for program projection, and in using leadership material in the training of 4-H Club leaders. They are prepared to assist in the training of community leaders.

A group development workshop provides an opportunity to have fun while you learn. As one agent put it, "I thoroughly relaxed and enjoyed the extension people more than at any other conference. I feel that I can see myself and my problems more objectively, and that with application of this training I can be a better agent."

WORKING AS A TEAM

(Continued from page 33)

It was a logical job for the county extension staff to tackle as a team.

Still another excellent example of program integration in action was the outstanding job done by the Polk County staff in conducting a long-range county planning conference or program projection. It was planned by the staff as a team and helped identify some common goals. The lay groups developed broad understanding of the county's problems and opportunities, so that each group has a vision of its part in a larger whole.

All of these examples have some common elements. These common

elements provide some clues as to what program integration is, and also how to bring it about.

Basically, an integrated county extension program means that the agents in a county have some common objectives, they carry on some joint activities, and they make their separate activities mutually reinforcing where practicable. By this means, the agents accomplish some things that they cannot otherwise do.

For one thing, program integration permits a "family" approach in extension teaching. Farms are family businesses, and such an approach makes sense. Program integration also has public relations advantages. It ties each public to the overall extension undertaking rather than to a separate segment that may not be identified with the whole. It encourages joint support for the program rather than competition for support of various segments. It facilitates using all resources of personnel and knowledge in meeting the needs of any one public. It permits increased accomplishment by focusing concerted effort on major objectives. It also establishes a sounder basis for staff organization in the county.

Achieves Naturally

The conditions necessary to achieve an integrated program are simple. They center around certain staff attitudes and habits. If agents are willing to work as a team and make a practice of doing so, they can achieve an integrated program rather naturally and without painful effort. They can be aided considerably if the climate created by administrators, supervisors, and specialists is favorable.

To get an integrated program, the agents first of all plan together. Common objectives and opportunities for joint activities are easier to identify when the planning is combined. A weekly county staff meeting provides a logical opportunity for this.

Staff meetings also help the agents to keep each other informed — and effective communication within the staff is a second prerequisite for an integrated program. Frequent consultation between agents is essential, even though time-consuming.

Willingness to try new undertakings that require integrated efforts also is necessary. There are many opportunities for such attempts — tours planned for family groups, joint radio programs, combining related home economics and agricultural subjects on meeting programs, teamwork approach in farm visits, and collaboration in recruiting and training leaders.

These and many other opportunities have existed for quite a few years. If we have been slow to recognize them, perhaps it is because attention of various staff members has focused on somewhat different objectives. When we integrate our program, we seek out the broader values behind our separate undertakings.

JOBS ON DISPLAY

(Continued from page 41)

extension workers as other specialists, photos of the workers were displayed. In addition to the panel exhibit, visual aids, radio, and television equipment items were shown.

Another broad field was covered in the family life program exhibit. Mrs. Corrinne English told the objective of the family life program in a panel captioned, "To learn to get along with others." She listed ways in which the program was carried out in North Carolina and named co-operating agencies such as parent-teachers and mental health associations, North Carolina recreation commission, etc.

Common Goal

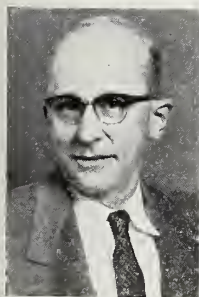
Mrs. English included three subjects on the two-sided panels. One panel was devoted to child development and another to personality development. Publications were displayed with such catchy titles as, *Your Child Needs Both Parents*, *Faith is a Family Affair*, and *Attitudes are Important*.

All the exhibits drew favorable comments. They gave county workers and specialists an opportunity to see and appreciate the roles of all staff members in reaching their common objective of educational service.

NEWS and VIEWS

Huffman Succeeds Croy as Assistant Administrator

Otto C. Croy, assistant administrator for programs of the Federal Extension Service, retired January 31 after more than 39 years as an extension worker. He has been succeeded by Gerald H. Huffman, FES field representative for extension administration for the past 3 years.



Otto C. Croy



G. H. Huffman

Mr. Croy joined the FES staff in 1954 after serving 36 years with the Ohio Extension Service. He began his career in 1917 as the first extension agent in Muskingum County, Ohio. Subsequently he was assistant State 4-H Club leader, district extension supervisor, and assistant extension director in Ohio.

A graduate of Ohio State University, Mr. Huffman served on the Ohio extension staff from 1938 to 1949. From 1949 through August 1954, he was an extension specialist with Economic Cooperation Administration missions in Italy and France.



All aboard for the State 4-H conference at Fort Collins, Colo. In the driver's seat of the "county activities bus" is Bert Ransom, assistant county agricultural agent.

Activities Bus

Ever try keeping a caravan of 4 or 5 cars together in heavy traffic. Washington County, Colo., agents have whipped that problem. When they want to take an extension group to an out-of-town activity, they use the county "activities bus."

A school bus scheduled for replacement was donated to the county in the summer of 1957. It carries up to 30 passengers with ease.

A group of community leaders was called on as advisors to draw up rules for operating the bus. The rules are tough but realistic. The bus is available to any organized group within the county, but applications must be made at least 48 hours in advance. A responsible person, representing the group, must fill out the insurance forms covering the entire group for the trip. And the driver must possess a chauffeur's license.

Groups using the bus pay only for the gas and oil used on the trip. The county maintains personal liability and property damage insurance under its fleet policy. The county also picks up the tab for repairs and maintenance of the vehicle. Full control for scheduling and operating it remains in the hands of the county extension office.

County Agent Edwin Amend says the bus has solved the nettlesome transportation problem for extension group activities. No longer does he and Assistant County Agent Ransom have to spend considerable time on

the phone to line up cars and juggle passengers. And they don't have to worry about keeping a caravan of cars together on busy highways and crowded city streets. — Charles H. Burch, Publications Editor, Colorado.

History of YMW

Young Men's and Women's Programs in various States have grown out of needs of this age group, attempts have been made to meet these needs in a variety of ways, and the good results prove the desirability of increased adoption of some of these ways in all States and territories. These are the major points brought out in "A History of Work with Young Men and Women in the States and Nation," published by the Indiana Extension Service, Purdue University.

The specific purposes of the history are:

1. To emphasize the importance of some program for this age group, which many leaders have called "the most neglected phase of rural work."

2. To compile information about the various approaches that have been made in providing YMW programs.

3. To recognize achievements and values that have come from such programs.

4. To encourage the development of more programs and better achievements with this important age group.

Edited by F. L. McReynolds, State

Supervisor of Rural Youth Work, the publication contains histories of YMW work in 31 States and Puerto Rico, as well as four national organizations. Single copies are available free and quantity orders will be filled at 5 cents per copy. Orders should be addressed to: State 4-H Club Office, Purdue University, Lafayette, Ind.

Graduate Fellowships in Ginning Engineering

Three fellowships are available in 1958 for graduate study in ginning engineering at Clemson College, S. C. Purpose of the awards is to aid outstanding individuals to secure additional training for work in ginning research and education.

The fellowships are for \$2500 each for one year's study. Deadline for filing applications for the 1958-59 academic year is April.

Additional information and application forms may be obtained from the National Cotton Council, Box 9905, Memphis 12, Tenn.

Litterbugs Exposed

National 4-H Club Week in 1957 was chosen by Clay County, Mo., 4-H'ers to erase the marks of litterbugs from the county highways. At the same time, they exposed litterbugs for their disrespect of others' property.

Two Saturdays in March were scheduled for the highly organized clean-up campaign. Crews from each of the county's 20 4-H Clubs started on roads in their own communities and then moved on to nearby areas.

Several hundred loads of trash were collected and piled at a temporary site. The latter was selected to show the public the accumulated effects of litterbugs' activity in the county.

Special Course in Group Development

The 12th Annual National Training Laboratory in Group Development will be held this year at Gould Academy, Bethel, Maine. The two 3-week sessions will be held June 15—July 4 and July 13—August 1.

The sessions will be devoted to more effective development of human relations knowledge, insights, and research on the part of various professional and volunteer leaders; and to development of ability to overcome resistances to change in organizational and community situations.

The Laboratory is sponsored by the Division of Adult Education Service of the NEA and its faculty will come from the universities of Boston, California, Columbia Teacher's, Delaware, Kansas, Michigan State, New York, Utah, Northeastern, and Vanderbilt. For further information, write

to Mrs. Aileen Waldie, National Training Laboratories, 1201 16th St., NW, Washington 6, D. C.

Sears-Roebuck Foundation Scholarships for NACCA

Eight \$100 scholarships will be awarded in 1958 by the Sears-Roebuck Foundation through the National Association of County Club Agents. Two scholarships in each extension region will be awarded for attendance at a 3-week extension summer school or other advanced study.

All county 4-H Club workers who are members of NACCA are eligible. Candidates may be previous Moses scholarship recipients but preference will be given to persons never having received a scholarship. They must agree to enroll in the 4-H or youth course if they have never had such a course.

Application forms are being distributed to all NACCA members. Completed applications must be forwarded to State 4-H Club leaders by April 20. Not more than two will be forwarded for final judging. Checks will be sent direct to recipients by Sears.

Soils and Plants

SOIL-PLANT RELATIONSHIPS, by Dr. C. A. Black, Department of Agronomy, Iowa State College. Published by John Wiley and Sons, Inc., 1957.

The book contains 332 pages and is subdivided into nine chapters: Soil Composition, Soil Water, Soil Aeration, Exchangeable Bases, Soil Acidity, Soil Salinity and Alkalinity, Nitrogen, Phosphorus, and Potassium. This book is a pleasure to read. It contains new ideas and is well illustrated with concise examples. At the end of each chapter there is a mass of cited literature used in the preparation of the manuscript.

Extension workers interested in soils should find this book worth their inspection. It may be what is needed to bring their library up-to-date.

—George H. Enfield, *Federal Extension Service*



Little Shoal 4-H Club members unload rubbish from one-half mile of well-traveled road in community. Several hundred loads were collected in cleanup campaign in Clay County, Mo.

COMMUNICATIONS

(Continued from page 29)

those and still find time to concentrate where we must.

As one agent put it, "With so many important jobs to do, I'd be lost if I didn't have so many channels and possibilities for getting each job done in its best way. We are learning how to use radio, TV, the press, to-the-point publications, letters, idea-packed visuals to create awareness, build interest and get facts faster to the people who need them. That's where those channels work best. We follow up and move concurrently with leaders, meetings, counseling, demonstrations, etc., as each job demands."

Develop People's Program

We in Extension pride ourselves in helping people develop their own programs. Most of us agree, as early extension workers did, that a major problem is creating awareness, interest, desire before the group concerned can work out the organization of a program. Their needs, values, why they haven't done it, may differ with each group. We need to know. At each step from awareness to final action we have different communication problems.

If it is truly a people's program, someone must be sure all the groups concerned, leader and lay, are informed of each step along the way. This is a simple reporting job—who did or plans to do what and why? If we fail here, we wind up with what is likely to be "our program" and not enough their program. We then have a tough time trying to sell it.

We also have a communication job in getting local and other needed situation facts ready for the people to interpret and use in planning. As Dr. Seaman Knapp put it before a House Committee on Agriculture back in 1908, "It is a task like the old system of theology where the whole law and the prophets had to be boiled down into the Ten Commandments before the common people could get at a code of morals."

It takes leadership and keen type of audience-centered, localized, involving communications to help peo-

ple want something they don't know they need because they don't know it exists. We'll fail in program projection if we don't succeed in this, the highest type of communication.

Working with Family Unit

One of the really dynamic developments in Extension in recent years has been major progress in the total farm and home unit approach. Here we need everything we've had in the past plus more, helping families fit everything together.

We have to concentrate, and do an expert counseling job. We need to bring together and help localize all applicable facts or teaching material for the family. Though we don't write any commandments, this material often needs to be as simple, meaningful and still as overall as the Ten Commandments.

And, while we are concentrating so heavily with a few families, we have a major communication problem in extending the progress they make to the rest of the community and area. We are rendering personal service to a few rather than leadership help to all if we fail to keep the other families and the public informed. We need to plan for and use success stories, tours, leaders, group meetings and other good communication channels to spread the better total management idea.

Aim Programs at Target

In all our more specialized programs — 4-H, home demonstration, marketing and each subject matter area—it is good communication planning that aims our efforts at the specific target. Apply the audience, message, channel treatment concept to each and we find we have different audiences, with different backgrounds and interests. Each is usually best reached by a different combination of channels.

That's what the Texas editor meant when he recently said: "This leaflet is aimed at early adopters." Good planning finds other ways—sometimes the one-two-three punch—to inform and motivate the others, including the industry and other leaders who can help.

We who know our subject matter

well are very prone to become message or subject-matter centered. We have to know our subject matter. We have to know our channels. But if we miss the audience we miss the target. A little time spent in common-sense, golden rule study of the specific audience helps us come up with audience-centered messages that intrigue, have appeal, impact.

We are applying a most basic part of communication training when we remember the specific audience whether it be 4-H Club members with their teen-age language and ideas, parents, leaders, the groups we want to reach beyond the home demonstration club members, food handlers, consumers, the people who milk cows, or one of many other groups. When we know the target, it's much easier to pick the channel and aim the message.

Add to our audience study the principles of inductive learning and involvement of groups in social actions. When we fit it all together in balanced use of the many educational channels available to us, we are better teachers, better leaders, more effective extension workers. Yes, we can and must put our communication training and experience to work in everything we do.

FARM VISITS

(Continued from page 34)

belong to organizations, who do not understand the real objectives of Extension. Red spiders in their evergreens can open a door for them and for you.

Public relations calls can be a beginning or an end. In the beginning you call to get acquainted, especially if you are a new agent. You call to inquire about borers in the cornfield or to invite the wife to a sewing machine clinic. At the close of some activity you often call to say thank you, to evaluate the progress made, to obtain suggestions for the new program.

County workers have a feel for visits. They have to. Working through others, it is important that they maintain a personal touch. The "others" like to feel that they are in contact and that their avenues of communication are open. These

calls often are unplanned and brief. But the county worker must be appreciative, helpful, and forward-looking.

The family wants to do a better job out on the farm and in the community. They want to feel that they are moving toward the security, prestige and service that will give them the comfort and social status that we all desire.

When you drive away after a visit, do you leave behind a clear understanding of the progress they have made — of the way they can take another step along this road? Do you leave them with confidence that they and you can take this step together? Do you leave them with enthusiasm for this added effort?

If your answers are yes, you are getting maximum value from the visit — a key tool in extension.

BATTING AVERAGE

(Continued from page 27)

truly representative of the people in the county and their interests? Do we delegate and share responsibility with advisory group members — do we support but not dominate their activities?

In carrying out our programs, we might ask: Is our work guided by the goals and objectives in our program plan? Do we use a variety of appropriately selected teaching procedures? Do we use personal contacts, group methods, and mass communication channels effectively? How about the family approach?

Do we keep our programs flexible by reviewing them periodically during the year? Do we delegate and share responsibility with committees and leaders in carrying out the program? Are other agencies and organizations involved in implementing the extension program?

And then comes the biggest question of all — to what extent have we achieved the goals and objectives listed in our program plan? If our program called for increasing the efficiency of corn production, for example, how many farmers have adopted recommended practices and thereby lowered their production costs? If the average age of boys and girls in 4-H Club work in the county

was 12 years and a goal was to raise that average to 15 years, what is the average age today?

As you answer these kinds of questions, you will know how well you are succeeding in your job. But, in addition to the program questions there are other aspects of the job of a county extension agent which should be evaluated.

How about your conception of the job itself? Do you understand the objectives of extension and meaningfully interpret them for local people in relation to their interests and problems? Are you recognized as an educational leader in your field? Do you understand the part which local people should play in the development and implementation of extension work in your county?

Do you understand the relationship of and your responsibility as a member of the Cooperative Extension Service and as a representative of both your State land-grant institution and the USDA?

Are you able to see your job in relation to other aspects of your personal life? Do you set a pace conducive to high personal morale and good health?

Relations With Others

How about your working relationships? Do you cooperate with other members of the county extension staff in developing and implementing a coordinated program? Do you work conscientiously to promote teamwork among the staff members? Do you utilize the help of the specialist staff and suggest areas in which research is needed?

Do you use the help of the supervisory staff in administration to increase your understanding of the job, level of performance, and significance of programs? Do you cooperate with representatives of other agencies and organizations in serving the people?

You might also ask yourself about your public relations. Do you know the people in your county who serve in the State and National legislatures? Do you keep them informed of extension programs and activities? Do you work closely and cooperatively with members of the county governing board?

Have you built and are you maintaining close working relationships with the press, radio, television, and other channels of communication in your county? Are you able to maintain sound educational programs which develop understanding and support among cooperators in extension work and the general public as well? Do you maintain a pleasant, friendly, and attractive office?

Keeping Abreast

And, as career extension workers, we must concern ourselves with professional improvement. Do you have a good basic understanding of the subject matter with which you deal? Do you know where to turn for resources and information? Do you keep up to date generally?

Have you developed specialized knowledge and skill in working with people and the processes of communication? Do you work cooperatively and constructively with your supervisor to improve the quality of your work?

Are you working individually and through professional organizations for the continuing professionalization of extension work? Have you developed a professional improvement program for yourself?

One of the best ways to use these criteria in evaluating your success is merely to ask yourself these questions. If you take time to think them through, your answer may be better than those you can get from anyone else.

It may be helpful, however to ask others. Don't just ask, "How am I doing?" Invite specific suggestions for changes in the kinds of activities and methods you are using.

What am I doing? What effect is it having? What else should I be doing? What am I now doing that I could just as well leave out? To really do my job well, what abilities should I have? How can I develop these abilities? What will happen to me as a person in the years ahead?

Take time out now and then just to think through your job. This is one of the most productive ways you can improve your performance and make your program more valuable to the people you serve.

Monthly Revisions in Publication Inventory

The following titles should be added to the Annual Inventory List of USDA Popular Publications. New and major revisions of publications are indicated; all others are reprints or slight revisions of previously issued publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

- F 1739 Pear Growing in the Pacific Coast States, Revised June 1957
- F 1861 Insect Pests of the Peach
- F 1956 Growing the Transplant Onion Crop, Revised Nov. 1957
- F 1994 Tree Planting in the Central, Piedmont and Southern Appalachian Regions
- F 2112 Producing and Harvesting Grass Seed in the Great Plains, New—Replaces F 1985
- L 158 Quince Growing
- L 172 Why Fruit Trees Fail to Bear
- L 220 Storage of Vegetable Seeds
- L 352 Feeding Molasses to Livestock
- L 422 The Spotted Alfalfa Aphid—How to Control It, New
- L 425 The Rolled-Towel Seed Tester for Corn, New—Replaces F-948
- L 427 Planning Farm Machinery Replacements, New
- L 428 Trichinosis, How It Affects You — How It Affects Your Hogs, What You Can Do About It, New—Replaces L 34

The following have been dropped but counties may use any copies now on hand. Remove these titles from inventory list as USDA supplies are used up.

- F 776 Growing Cherries East of the Rocky Mountains
- F 834 Hog Cholera
- F 891 The Corn Root Aphid and Methods of Controlling It
- F 909 Cattle Lice and How to Eradicate Them
- F 980 The Spinose Ear Tick and Methods of Treating Infested Animals
- F 1060 Onion Diseases and Their Control
- F 1721 Determining the Age of Farm Animals by Their Teeth
- F 1959 Sorghum Diseases and Their Control
- F 1988 Mint Farming
- F 2005 Using 2, 4-D Safely

- F 2016 Insurance for Farmers—Fire—Windstorm—Crop—Hail—Liability and Life
- F 2045 Commercial Production of Tomatoes
- F 2051 Pepper Production, Disease and Insect Control
- F 2057 The Sheep Tick and Its Eradication
- F 2096 Haze Pump for Applying Nitrogen Solutions
- L 161 The Eastern Tent Caterpillar
- L 265 Control of White Pine Blister Rust
- L 319 Control of Lice on Cattle
- L 364 Chinch Bugs—How to Control Them
- L 366 Poultry Lice—How to Control Them
- M 708 Marketing Costs for Food . . . Farmers' Share of Food Dollar—Marketing Bill—Consumer Demand

PUTTING IT ACROSS

(Continued from page 31)

is accurately describing your work as he talks it over with his circle of friends?

How are you putting yourself across? This question is directly related to what has been said so far but this can become a touchy business. Most people don't relish the idea of having themselves criticized. And to turn on a little self criticism is really asking a lot.

Take out your pocket mirror and give yourself a good long look. No mirror? Turn around and look out the window or at the wall. Now ask yourself these questions:

1. What am I really trying to do in this county?

2. Have I made any really important changes in methods of public contact in the last few years?

3. When was the last time I made an honest effort to find out whether the county extension program makes sense in light of the major trends in economic and community life?

4. When was the last time I sat down with the county committee for a heart-to-heart talk on its responsibility to the extension program?

5. Have I sized up the committee lately to see if it adequately represents the interests extension is obligated to serve?

6. How much time have I spent in the last year on keeping up to date on new methods of working with people as well as on new subject matter information?

This list could go on and on. Talk yourself through these questions and then begin to add your own. Now don't rationalize your answers too much. On the other hand, don't get all bogged down in self-pity. This little exercise can be a healthy tonic if you are prepared to shock yourself just a little.

The few hints suggested here should not be confused with the idea that everything should yield pleasant, happy experiences for the people involved. The truly significant program is likely to have some teeth in it. Too much emphasis on pleasantries may lead to a tea-party-like program which may be fun but accomplishes little. An unfavorable public response in the short run may be the price for gaining a long-run goal.

As you think over your experience, you will no doubt find some of the great achievements in extension work in your county were born out of some conflict. The test of your skill in public relations was to ride out the conflict and, at the same time, keep your professional and personal integrity and the extension program intact.

Need for Checkup

County extension work, like any other organized way to meet people's needs, can be overcome by the inertia of habit and tradition. People are likely to run ahead of the groups and agencies set up to help meet their needs. This is one of the simple truths of human life in a free society.

We really have an obligation to give ourselves, our methods and subject matter emphases a thorough checkup from time to time. After all, society created our position as a means to raise the level of human satisfaction. With this in mind, we should take a little time and energy to see if what we are doing is still relevant in these times of technological revolution, mass communication, and widened social and economic horizons.

Now, ask your coworkers to go along for a coffee or milk break while you talk this over. Why don't you ask the person in the office next door to go with you? He may have some good ideas, too.

Something New Has Been Added in 4-H Club Projects

by HERMAN TURNER, Agricultural Agent-at-Large, Alaska

RAISING better quality sled dogs—that's the latest in the long list of 4-H projects. During the winter of 1955-56, 4-H sled-dog projects were started by six Eskimo boys at Kotzebue, Alaska. This is said to be the first such club in 4-H history.

Founders and present leaders of the club are Frederick Fisher and Iver Heinrich, Bureau of Indian Affairs teachers. The real instigator of the project was Mrs. Lydia Fohn-Hansen, Alaska home demonstration leader at College. She prepared the first project handbook with the aid of the Arctic Health Research Center at Anchorage.

Feeding and Care

The project got underway with each boy caring for a puppy and training him to pull a small sled. The boys made the harnesses and were taught correct dog feeding and care. They were also given instruction on dog diseases and how to cure them. Eager to learn, the boys looked forward to holding races at the end of the project.

During the summer of 1956, a tour to observe agricultural extension and research in Alaska was made by C. M. Ferguson, Administrator of the Federal Extension Service, and Dr. Victor Lumsden, Division of Agricul-

tural Research Service, Territorial Experiment Stations, U. S. Department of Agriculture. They accompanied me on a trip out to the Eskimo country. At Kotzebue, Mr. Fisher gave us first-hand information on the sled-dog project and two of the boys were on hand to show their dogs.

The project is inspiring widespread interest in developing better quality dogs. Several more 4-H sled-dog clubs will be in operation this season throughout northern Alaska.

Sled-dogs are important to the Eskimos and Indians of Alaska. They

Better but fewer sled dogs is the goal of Alaskan boys. Project to improve huskies' quality creates wide interest.

are the principal mode of travel between villages, for visiting trap lines, and in hunting food and fuel.

Conserves Food Supplies

At present, there are 1.29 dogs to each person in the Eskimo area of western and northwestern Alaska. Principal food for the dogs is fish and the meat of reindeer and other wild animals. Raising the quality of dogs will reduce the number needed and conserve fish and meat supplies. Better but fewer dogs is the goal.



Feeding and care of sled dogs is the newest 4-H project in Alaska.